DOCUMENT RESUME

ED 312 612 CS 009 822

AUTHOR Williams, Carolyn
TITLE A Study of the Reading Interests, Habits, and Attitudes of Third, Fourth, and Fifth Graders: A Class Action Research Project.
PUB DATE Nov 89
NOTE 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Education; Grade 3; Grade 4; Grade 5; *Parent Student Relationship; *Reading Attitudes; *Reading Habits; *Reading Interests; Reading Material Selection; Reading Research; School Surveys
IDENTIFIERS Mississippi

ABSTRACT

A study investigated the relationships between reading interests, habits, and attitudes of third, fourth, and fifth grade students and the variables of teacher/parental influence, ethnic background, gender, and grade levels of the students. Subjects, a random sample of 101 Black, 92 White, 2 Chinese and 1 Arab low-to-middle socioeconomic-level students from the central Mississippi area, were given a 20-item survey instrument developed by graduate students and designed to identify the students' background of home and school as it relates to reading. Results indicated that: (1) those students who spent a great amount of time reading liked to read and were read to before they began school; (2) the best way to help children enjoy reading was to have them read "their own books"; (3) teachers and students should discuss books of interest; and (4) all children surveyed viewed reading as an important part of their lives and enjoyed reading material related to their own interests. (Eighteen tables of data are included; 25 references, a list of 20 books read by students, and the survey instrument are attached.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED312612

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Carolyn Williams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A STUDY OF THE READING INTERESTS, HABITS, AND ATTITUDES OF THIRD, FOURTH, AND FIFTH GRADERS: A CLASS ACTION RESEARCH PROJECT

by

Reyna Shackelford
Angela Williams,
Alisa Archie
Freddine Beck
Linda Hope
Maureen Lange
Susan Owens
Mary Ritter
Martha Liddel
Kathy Spilman
Ann Suttle
Margaret Taylor
Maxine Eichelberger
Kay Freeny
Paula Rogers
Karen Shepherd
Jan Easley
Ann Suttle
Melissa Burney
Joyce Nance

Professor: Carolyn Williams
Mississippi State University

CS 005822

Paper presented at the Midsouth Educational Research Association
Little Rock, Arkansas
November 8-10, 1989

BEST COPY AVAILABLE

A Study of the Reading Interests, Habits, and Attitudes of Third, Fourth, and Fifth Graders

Introduction

The purpose of this study was to examine the factors which influence the reading interests, habits, and attitudes of third, fourth, and fifth grade children.

The specific question posed in this study was:

1. What are the relationships between reading interests, habits, and attitudes of third, fourth, and fifth grade students and the variables of teacher/parental influences, ethnic background, gender, and grade levels of the students?

A review of the literature revealed that extensive research has been conducted on the reading interests of students in the middle schools as well as the factors that affect these interests. An enumeration of the reviews shows there are differences in interest levels in male and female readers. The girls at the third, fourth, fifth, and sixth grade levels are reported by several researchers to have the most active interest in reading. Kenyon (1979) and Baker (1972) both determined that girls in this age group reported greater interest toward reading than boys. Hall (1978) felt the lack of reading interest by some boys as compared to girls in the same age group was due to a slower development of language in boys. It was noted by the Wallbrown, Levine, and Engine (1981) study entitled "Sex Differences in Reading Attitudes" that girls felt and expressed more positive attitudes toward their reading groups at school than boys. They also noted that boys were more likely than girls to become emotionally upset when reading or thinking about reading.

The gender of the student seems to be one of the major determinates in what is being selected for reading. Feeley (1972), Row (1968), and

McKay (1971) indicated that the sex of the student was a major factor influencing reading interests. Staunchfield (1979) stated that boys have a narrower range of interest and are more influenced by television than girls when choosing titles of books.

Researchers reported conflicting findings in predicting preferred topics of interests. Peltola (1965) found that boys liked animal characters best and female characters least while girls liked male characters best. Feeley (1972) found boys were least interested in fantasy, social empathy and artist content; while girls were least interested in sports, science, and social studies. Schulte (1967) identified action and adventure as boys' favorites and girls chose personal relationships and problems. Foster (1968) singled out mystery and sports as the boys' favorite and realistic fiction as the girls' favorite.

Another factor which influences student reading preferences was identified as interaction with others. Lamme (1974) found that children irrespective of age accept recommendations from friends and teachers, rather than parents, siblings, and librarians. Shore (1986) identified differences in selections due to influences of peers, parents, and teachers. Older children were influenced by peers while adolescents were self-selecting. Packer (1967) concluded students fourth grade and higher were most influenced by friends.

A third factor, not as thoroughly explored but of possible significance, is the influence of television viewing. McCaughney (1981) stated that boys, more than girls, were more influenced by television viewing when choosing book titles that corresponded with television programming. A study by McMillan (1985) concluded that there was a high correlation between the quantity of television viewing and a lower level

reading attainment.

Working from the assumption that many instructional reading programs are skills oriented and provide little opportunity for recreational reading, Morrow (1986) set up a program that included both well designed literature programs and a library corner. Consideration has been given to ways to effectively change students' attitudes about reading. If students place low value on reading, how can we modify this attitude? Although Schulte (1967) concluded that the instructional approach had little effect on independent reading interests, a study conducted by Morrow (1986) suggested that perhaps the manner in which reading was presented could make a difference in not only students' attitudes but the teachers' attitudes as well.

During this study by Morrow (1986), teachers in experimental rooms regularly read aloud to children; discussed stories; told stories using felt boards, puppets, etc.; showed movie stories; asked children to share books they had read; helped children make their own books; and used literature in content area lessons. Children prepared recipes related to stories, acted out stories, and compared authors and illustrators. In addition, teachers designed library corners that contained at least five books for each student covering a wide range of interest. As a result of the strategy, students' selections in the literature center increased significantly and continued after the study. Teachers exhibited a new enthusiasm for reading activities and set up their own library corners after the intervention.

Walker (1981) cited elsewhere to show the particular importance of having available high interest materials available for boys and low achievers. Worley (1968) noted that students did better with high interest stories than with low interest stories. Furthermore, if the

students were reading a high interest story, they would try to read beyond their reading level. Anderson, Fielding, and Wilson (1986) found that students select materials consistent with their past interests and out-of-school interests.

Two other interesting catalysts for change in reading attitudes of fourth graders were identified by Manning and Manning (1984). These researchers chose three recreational models: (1) sustained silent reading (SSR); (2) peer interaction in which students interact with their peers about their reading and; (3) individual student conferences about students' reading. Results showed that there were gains as the result of all three strategies. However, the greatest gain was shown with the group engaged in the peer interaction study. In a study by Roettger (1977), it was determined that students should have time each day to read books of their own choice.

Parental influences have been found to play an important role in encouraging good reading habits. Children with above average or average reading achievement levels had significantly richer home environment (Kanyon, 1979). In addition Guiang (1980) and Shadle (1985) found that higher achievement was nurtured by positive attitudes toward reading in the home. In fact, McCaugney (1981) found that the more the parents read, the more the child read.

There seems to be an interrelationship found to exist between the volume of material read and the achievement level of the student. Denslow (1986) found the volume readers in a classroom were the higher achievers. Lamme (1974) found the quantity read by students related to good reading skills. Ashley (1970) determined that the peak time and greatest amount of reading done was found to occur in the 10-11 year old range. He feels that the interest falls away quite sharply in the latter half of grade six

and that the best chance of encouraging good reading habits lies in and before grade four.

Based upon the literature review there is a difference in the factors that influence the reading interest habits and attitudes of third, fourth, and fifth grade children.

Subjects

The subject of this study were 196 students ranging in ages from 8-to-12 years from the central Mississippi area. The majority of students were from low to middle socioeconomic levels. There were 101 black students, 92 white, 2 Chinese, and 1 Arab from a total survey population of 196 students. Fifty-four percent of the students were female and forty-six percent were male. Of the 196 students, 137 lived with both parents, 46 lived with the mother, 1 with the father, 2 with grandparents, and 9 with other guardians (aunt, uncles, foster parents). Twenty-six percent of the students were in the third grade, 54.6 were in the fourth grade and 18.9 percent of the students were in the fifth grade.

Instrumentation

The instrument used to assess the interests, habits, attitudes, and feelings of children towards reading was the Reading Survey Question, RSQ), designed for the identification of the child's background of home and school as it relates to reading. Also, views on reading were determined by the RSQ. The RSQ contains 20 questions and the student is requested to answer the questions in a way that best describes the characteristics he/she possesses. The RSQ has been designed for the purpose of this study by nineteen teachers of reading. No validity or reliability data has been established for this.

Collection of Data

Twenty graduate students enrolled in a reading course "Research in

Reading" constructed the instrument used in interviewing a random sample of 196 students as a class action research project. The graduate students visited parks, swimming pools, and summer camp programs to identify students in grades 3-5. The students were then asked to participate in the study. The graduate students collected, scored, and analyzed the data.

As shown in Table 1. 90.3 percent of the students said their parents read. Six percent of the students indicated their parents did not read, and only 3.6 percent of the students said they do not know whether their parents read.

As shown in Table 2 the percentages of parents who read books were 16.3, magazines were 9.2, newspapers were 18.9 and 40.8 percent read a combination of books, magazines, newspapers as well as other reading material.

Seventy-five percent of the students interviewed indicated that their parents read to them before they entered school. Twelve percent of the students reported that their parents did not read to them before they entered school, and 11.7 percent of the students did not know or remember.

As shown in Table 4, sixty-six percent of the students indicated there parents read to them before they entered school. Eight point two percent indicated that there grandparents read to them, and 1.5 percent who had a brother/sister read to them. There were 2.0 percent who had a friend read to them, and 1.0 percent had other sources.

As shown in Table 5 there were 68.9 percent of the students studied had children's books read to them, 4.1 percent had the Bible read to them, and 1.5 percent had textbooks read to them. There was 1.0 percent who had magazines read to them, and 1.0 percent had other material read to them.

As shown in Table 6, 96.9 percent of the students interviewed indicated that their teacher read aloud at school, 0 percent whose teacher did not read aloud, and 3.1 percent did not remember.

As shown in Table 7, there were 78.6 percent of the students said that storybooks were read to them, 8.2 percent had newspapers read to them, and 4.6 percent said magazines were read to them. There were 20.4 percent had poetry read to them, 44.4 percent had textbooks read to them, 2.6 percent had other materials read to them, and .5 percent who had all of the materials read to him/her.

As shown in Table 8, the percentage of students who said they enjoyed listening to stories was 83.7. The percentage who did not enjoy listening to stories was 5.6, and 10.7 percent enjoyed listening to stories sometimes.

As shown in Table 9, 82.1 percent of the students interviewed indicated that they like to read. Sixteen percent indicated that they do not like to read.

As shown in Table 10, there were 44.4 percent of the students who said they read for enjoyment, and 25.0 percent of the students who read for knowledge. There were 11.7 percent of the students who read for other reasons, and 16.8 percent of the students who read for both enjoyment and knowledge.

As shown in Table 11, 25.5 percent of the students indicated that they read textbooks most frequently, 62.8 percent of the students said they read children's books most frequently, 4.1 percent of the students read newspapers most frequently, 23.5 percent of the students read magazines/comics most frequently, 3.6 percent of the students read other materials most frequently, and 1.5 percent of the students read all of the selections most frequently.

As shown in Table 12, the percentage of students who said that they read adventure books most frequently was 27.0. The percentage of science fiction was 7.1, the percentage of mysteries was 23.0, the percentage of animal books was 17.9, the percentage of sports books was 17.9, the percentage of other types read was 17.3, and the percentage of students who read all types most frequently was 1.0.

As shown in Table 13, there were 3.6 percent of the students who named Ramona as their favorite book and 3.6 percent of the students named Charlotte's Web as their favorite book. There were 1.5 percent of the students who named the Bible as their favorite book and 1.0 percent of the students named Super Fudge as their favorite book. There were 87.3 percent who named other book as their favorites. Other books named are included are listed in Appendix 1.

As shown in Table 14, there were 7.7 percent of the students who named Beverly Cleary as their favorite author and 6.1 percent named Judy Blume. There were 1.5 percent of the students who named E. B. White as their favorite author, and 84.7 percent of the students who named other authors as their favorites.

As shown in Table 15, there were 11.2 percent of the students who read in the library, 64.3 percent of the students read at home, 31.1 percent of the students read in the classroom, 1.5 percent of the students read on the bus or in the car, and 1.0 percent of the students read in other places.

As shown in Table 16, one percent of the students said they spent 20 minutes per day reading, 2.0 percent of the students spent 4 minutes per day reading, 3.6 percent of the students spent 5 minutes per day reading, 4.6 percent of the students spent 10 minutes per day reading, 5.1 percent of the students spent 15 minutes per day reading, .5 percent of the

students spent 19 minutes per day reading, 2.6 percent of the students spent 20 minutes of the day reading, .5 percent of the students spent 25 minutes of the day reading, 21.9 percent of the students spent 30 minutes per day reading, 5.6 percent of the students spent 45 minutes per day reading, 1.0 percent of the students spent 50 minutes per day reading, .5 percent of the students spent 55 minutes per day reading, 22.4 percent of the students spent 60 minutes per day reading, 3.6 percent of the students spent 90 minutes per day reading, .5 percent of the students spent 150 minutes of the day reading, and 2.0 percent of the students spent 180 minutes per day reading. The mean of the time spent reading each day was 44.27 minutes.

As shown in Table 17, 16.3 percent of the students named their parents as being most responsible for students' likes and dislikes of reading, 31.6 percent of the students named their mother. There were 2.0 percent of the student who named their fathers as being most responsible for likes and dislikes of reading. There were 2.0 percent of the students who named siblings most responsible for their likes and dislikes of reading, 1.5 percent of the students named grandparents as most responsible for their likes and dislikes of reading, and 5.1 percent of the students named no one as being most responsible for students' likes or dislikes of reading. There were 16.3 percent of the students who named teachers most responsible for their likes and dislikes of reading, 4.6 percent of the students named others most responsible for students' likes and dislikes of reading, and 9.7 percent of the students named themselves most responsible for their own likes and dislikes of reading.

As shown in Table 18, there were a significant correlation between the amount of time students indicated that they spend reading and whether

they liked to read. There were also significant correlations between the amount of time students spent reading and whether they were read to before they entered school.

Summary

This study has shown that the amount of time spent reading highly correlated with the fact that those who spent a great amount of time reading liked to read. This study has also shown that those who spent a great amount of time reading were read to before they began school.

In response to the question of how to help children like reading, the most frequent response was that children should have time each day when the could read "their own books." Also, that it was important for teachers and children to talk about books of interest.

All children that were surveyed viewed reading as an important part of their lives and enjoyed reading materials related to their own interests.

Recommendations

Based on the findings of the study the following recommendations are made:

1. Parents should encourage their children to read for enjoyment as well as for knowledge.
2. Parents should serve as models for their children.
3. Teachers should allow students to read "their own books" during class time.

References

Anderson, r. C., Fielding, L. G., and Wilson, P. T. (1986). Growth in reading and how children spent their time outside of school. ERIC ED275992, 53.

Ashley, L. F. (1970). Children's reading interests and individualized reading. Elementary English, 42, 1088-1096.

Baker, I. K. (1972). A study of reading interests of fourth grade children in different socioeconomic groups. Unpublished doctoral dissertation. Oklahoma State University, University Microfilm No. 73-15, 048.

Denslow, O. (1985). Effects of a recreational reading program on language use and reading progress of elementary students. Dissertation Abstracts International, 46, 2641-A.

Feeley, J. T. (1972). Interest patterns and media preferences of boys and girls in grades four and five. New York University, University Microfilm No. 72-20, 628. 180.

Foster, S. (1982). The expressed reading interest of third and fifth grade children in selected Oklahoma schools. Dissertation Abstracts International, 43, 1908B.

Gutang, E. V. (1980). The relationship between home environment and reading achievement among Filipino-American grade three and grade five pupils. Dissertation Abstracts International, 41, University Microfilm No. 8021951.

Hall, D. S. (1978). The relationship of reading attitudes to achievement, sex, and social class among fifth grade pupils. ERIC ED158252.

Hampton, P. M. (1986). The effects of television viewing on reading achievement and leisure time reading. Dissertation Abstracts International, 40, 177-A.

Lamme, L. L. (1976). Are reading habits and abilities related? Reading Teacher, 30 (1), 21-27.

Manning, G. L. and Manning, M. A. (1984). What makes of recreational reading make a difference? Reading Teacher, 23 (4), 375-380.

McCaugney, J. J. (1981). Parents reading aloud: Its effect of primary grade children's reading achievement and voluntary reading. Dissertation Abstracts International, 42, 543-A.

McKay, M. A. (1971). The expressed reading interests of intermediate grade students from selected schools in the Metropolitan Pittsburg area. University of Pittsburg, University Microfilm No. 71-26, 168, 160.

Morrow, L. M. (1985). Field-based research on voluntary reading: A process for teachers' learning and change. The Reading Teacher, 39 (3), 331-336.

Packer, A. B. (1967). A study of factors involved in the selection of free reading materials by fourth graders. University of Kansas, University Microfilm No. 68-6934.

Peltola, B. J. (1965). A study of the indicated literary choices and measured literary knowledge of fourth and sixth grade boys and girls. University of Minnesota, University Microfilm No. 66-8920.

Roettger, D. (1977). Reading is fun! An analysis of students' responses on the Estes reading attitude scale. ERIC ED144009, 32p.

Row, B. H. (168). Reading interest of elementary school pupils in selected schools in Muscogee County, Georgia. Auburn University, University Microfilm No. 68-6202, 170p.

Schutte, E. S. (1967). The independent reading interests of children in grades four, five, and six. Ohio State University, University Microfilm No. 68-3063.

Shadle, J. E. (1986). The effects of a school sponsored parent-pupil home reading program on reading comprehension achieved, reading attitudes, and reading habits of students in grades three through five. Dissertation Abstracts International, 46, 2190-A, University Microfilm No. 4610BA).

Shore, R. B. (1986). Perceived influence of peers, parents, and teachers on fifth- and ninth-graders' preferences of reading material. Dissertation Abstracts International, 47, 167-A. University Microfilm No. 47/05A.

Stanchfield, J. M., & Fraim, S. R. (1981). A follow-up study on the reading interests of boys. Journal of Reading, 22 (8), 748-752.

Walker, S. M. (1981). The effects of high and low interest content on instructional levels in informal reading inventories. Reading Improvement, 16 (1), 297-300.

Wallbrown, F. H., Levine, M. A., & Engin, A. W. (1981). Sex differences in reading attitudes. Reading Improvement, 18 (3), 226-234.

Worley, S. (1968). Some relationship between reading interest and reading comprehension. ERIC ED002633.

Table 1

Frequency Distribution of Parents that Read

Parents that read	N	Percentile
yes	177	90.3
no	11	5.6
I don't know	9	3.6

Table 2

Frequency Distribution of Parents' Reading Material

Reading material	N	Percentile
books	32	16.3
magazines	18	9.2
newspaper	27	18.9
other	9	4.6
all	80	40.8

Table 3

Frequency Distribution of Students Being Read to Before They Started School

Read to	N	Percentile
yes	148	75.5
no	24	12.2
I don't know	23	11.7

Table 4

Frequency Distribution of Who Read to Students
Before They Started to School

Who Read to You	N	Percentile
parents	130	66.3
grandparents	16	8.2
brother/sister	3	1.5
friend	4	2.0
other	2	1.0

Table 5

Frequency Distribution of Kinds of Material Read
to Students Before they entered School

What they read	N	Percentile
children's books	135	68.9
Bible	8	4.1
textbooks	3	1.5
magazines	2	1.0
other	2	1.0

Table 6

Frequency Distribution of Teachers Reading Aloud

Teachers reading aloud	N	Percentile
yes	190	96.9
no	0	0
don't remember	6	3.1

Table 7

Frequency Distribution of Kinds of Materials Read to Students By Teachers

Reading materials	N	Percentile
storybooks	154	78.6
newspaper	16	8.2
magazines	9	4.6
poetry	40	20.4
textbooks	87	44.4
other	5	2.6
all	1	.5

Table 8

Frequency Distribution of Students Who Enjoy Listening to Stories

Enjoy listening to stories	N	Percentile
yes	164	83.7
no	11	5.6
sometimes	21	10.7

Table 9

Frequency Distribution of Whether Students Like to Read

Like to read	N	Percentile
yes	161	82.1
no	32	16.3

Table 10

Frequency Distribution of Students' Reasons for Reading

Reason for reading	N	Percentile
enjoyment	87	44.4
knowledge	49	25.0
other	23	11.7
both	33	16.8

Table 11

Frequency Distribution of Books Read Most Frequently

Books read most frequently	N	Percentile
textbooks	50	25.5
children's books	123	62.8
newspapers	8	4.1
magazines/comics	46	23.5
other	7	3.6
all	3	1.5

Table 12

Frequency Distribution of Types of Books
Students Read Most Frequently

Types read most frequently	N	Percentile
adventure	53	27.0
science fiction	14	7.1
mystery	45	23.0
animal	35	17.9
sports	35	17.9
other	34	17.3
all	2	1.0

Table 13

Frequency Distribution of Students' Favorite Book

Favorite book	N	Percentile
Ramona	7	3.6
Charlotte's Web	7	3.6
The Bible	3	1.5
Super Fudge	2	1.0
others	172	87.8

Table 14

Frequency Distribution of the Students' Favorite Authors

Authors	N	Percentile
Beverly Cleary	15	7.7
Judy Blume	12	6.1
E. B. White	3	1.5
others	144	84.7

Table 15

Frequency Distribution of Students' Most Common Place to Read

Place to read	N	Percentile
Library	22	11.2
home	126	64.3
classroom	61	31.1
bus. car	3	1.5
other	2	1.0

Table 16

Frequency Distribution of Minutes Spent Reading Each Day by Students

Minutes spent reading	N	Percentile	F
1	2	1.0	
4	4	2.0	
5	7	3.6	
10	9	4.6	
15	10	5.1	
19	1	.5	
20	5	2.6	
25	1	.5	
30	43	21.9	
45	11	5.6	
50	2	1.0	
55	1	.5	
60	44	22.4	
90	7	3.6	
120	18	9.2	
150	1	.5	
180	4	2.0	
			44.27

Table 17

Frequency Distribution of Individuals Most Responsible for Students' Likes and Dislikes of Reading

Individuals	N	Percentile
Parents	32	16.3
Mother	62	31.6
Father	4	2.0
Siblings	4	2.0
Grandparents	3	2.0
No one	10	5.1
Teacher	32	16.3
Other	9	4.6
Myself	19	9.7

Table 18

Multiple Regression Showing the Relationship Between Amount of Time Spent Reading and Other Selected Variables Related to Reading Interest, Attitudes, and Habits

Variable Entered	Multiple R	R	Increased in R	Simple R	F Value
Do you like to read	.22	.05	.05	.22	7.84*
Were you read to before entering school	.28	.08	.02	.20	7.57*
What do you read	.31	.09	.01	.14	3.03
Do you enjoy listening to stories	.33	.11	.01	.16	3.61
Why do you read	.35	.12	.01	-.01	1.36
What types of books do you read	.36	.12	.00	.10	1.21
Do your parents read	.37	.18	.00	.06	.92
Did teachers read aloud to you	.38	.13	.00	.05	.52

$F \geq 3.89$ Significant at the .05 level

Appendix 1

Appendix I

Other Books Read by Third, Fourth, and Fifth Grade Students

1. The Snowy Day
2. Encyclopedia Brown Series
3. Mystery of Keyhole Carnival
4. Charlotte's Web
5. My Name is Penny
6. A Dog Called Kitty
7. Encyclopedia Brown Series-Sobal Donald, 1970
8. Strange Mysteries
9. The Case of the Visiting Vampire
10. White Fang
11. Winnie the Pooh
12. Reading Books
13. Ramona and Her Mother
14. Are You There God? It's Me Margaret
15. Starring Sally J. Freedman As Herself
16. Super Fudge
17. Otherwise Known as Sheila The Great
18. My Toy House Dolls
19. Freckle Juice
20. Wait Til Helen Comes

GENERAL INFORMATION

First Name _____ Date of Birth _____

Age _____ Grade Level _____

County _____ School Name _____

Location _____ Date/Time _____

Guardian: ___ mother and father

___ mother

___ father

___ grandparent(s)

___ other _____

READING SURVEY QUESTIONS

1. Do your parents read?

_____ yes

_____ no

_____ I don't know

2. If so, what do they read?

_____ books

_____ magazines

_____ newspapers

_____ other _____

3. Do you remember being read to before you started to school?

_____ yes

_____ no

_____ I don't remember

4. If so, who read to you?

_____ parent(s)

_____ grandparent(s)

_____ brother/sister

_____ friend

_____ other _____

5. What did they read to you? _____

6. Did any of your teachers read aloud to you at school?

_____ yes

_____ no

_____ I don't remember

7. If so, what kind of materials were read to you(story books, newspapers, magazines, poetry, textbook, etc.)? _____

8. Do you enjoy listening to stories?

_____ yes

_____ no

_____ sometimes

why?_____

_____

9. Do you like to read?

_____ yes

_____ no

____ why?_____

_____

10. Why do you read?

_____ enjoyment

_____ knowledge

_____ other _____

11. What do you read most?

_____ textbooks

_____ books

_____ newspapers

_____ magazines/comics

_____ other _____

12. What type of book do you read most frequently?

_____ adventure

_____ science fiction

_____ mystery

_____ animal

_____ sports

_____ other _____

13. Name four books that you have read this year.

1. _____

2. _____

3. _____

4. _____

14. What is your favorite book, if any? _____

15. Who is your favorite author, if any? _____

16. Where do you read most?

_____ library

_____ home

_____ classroom

_____ bus/car

_____ other _____

17. How much time a day do you spend reading? _____

18. Who is most responsible for your likes or dislikes of reading? _____

_____ why? _____

19. How do you know that you enjoy or do not enjoy reading? _____

_____

_____

20. If you dislike reading, what could your teacher do to help you enjoy reading more? (write the child's response on the back of this page)